Oakland Elementary

151 Mud Creek Road
Inman, South Carolina

Grades	PK-4 Elementary School	
Enrollment	649 Students	
Principal	James C. Moore	864-814-3870
Superintendent	Dr. Scott J. Mercer	864-578-0128
Board Chair	Mr. Danny J. McDowell	864-578-0128

THE STATE OF SOUTH CAROLINA
2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	**Excellent**	**Good**
2008	Good	Good
2007	Good	Average
2006	Good	Below Average
2005	Good	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent − School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good − School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average − School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average − School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk − School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

http://ed.sc.gov
http://www.eoc.sc.gov

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

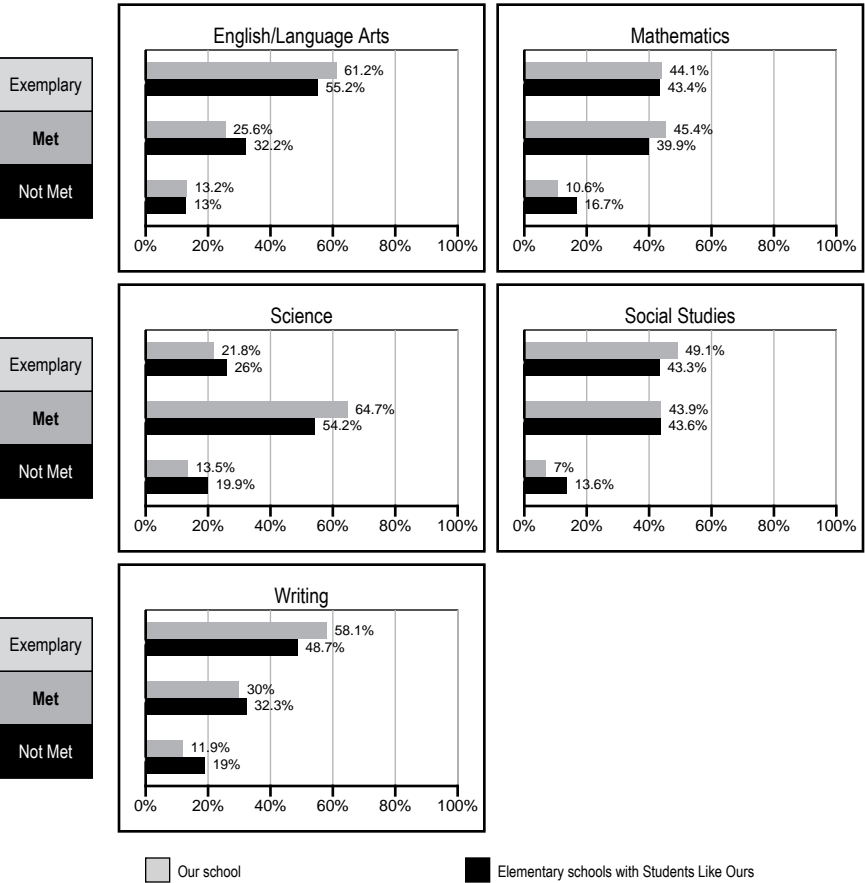| Percent of students tested in 2008-09 whose 2007-08 test scores were located	97.4%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
23	5	3	0	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)

English/Language Arts

	Our school	Elementary schools with Students Like Ours
Exemplary	61.2%	55.2%
Met	25.6%	32.2%
Not Met	13.2%	13%

Mathematics

	Our school	Elementary schools with Students Like Ours
Exemplary	44.1%	43.4%
Met	45.4%	39.9%
Not Met	10.6%	16.7%

Science

	Our school	Elementary schools with Students Like Ours
Exemplary	21.8%	26%
Met	64.7%	54.2%
Not Met	13.5%	19.9%

Social Studies

	Our school	Elementary schools with Students Like Ours
Exemplary	49.1%	43.3%
Met	43.9%	43.6%
Not Met	7%	13.6%

Writing

	Our school	Elementary schools with Students Like Ours
Exemplary	58.1%	48.7%
Met	30%	32.3%
Not Met	11.9%	19%

Legend: ☐ Our school   ■ Elementary schools with Students Like Ours

* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=649)				
First graders who attended full-day kindergarten	99.2%	Up from 98.5%	100.0%	100.0%
Retention rate	2.3%	Up from 1.8%	1.5%	1.9%
Attendance rate	96.5%	Up from 96.4%	96.8%	96.3%
Eligible for gifted and talented	19.0%	Down from 21.9%	19.0%	10.0%
With disabilities other than speech	5.5%	Up from 5.1%	5.9%	7.7%
Older than usual for grade	0.0%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=37)				
Teachers with advanced degrees	75.7%	Up from 74.3%	61.9%	59.4%
Continuing contract teachers	83.8%	Down from 88.6%	81.0%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	86.1%	Down from 86.8%	86.7%	85.9%
Teacher attendance rate	95.6%	Up from 94.2%	95.6%	95.1%
Average teacher salary*	$46,578	Up 5.0%	$48,653	$47,149
Professional development days/teacher	10.9 days	Down from 11.2 days	11.3 days	11.1 days
School				
Principal's years at school	6.0	Up from 5.0	2.0	4.0
Student-teacher ratio in core subjects	22.6 to 1	Down from 22.9 to 1	20.0 to 1	18.8 to 1
Prime instructional time	91.6%	Up from 89.8%	91.6%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	$5,901	Up 4.8%	$6,785	$7,458
Percent of expenditures for instruction**	62.9%	Up from 62.8%	69.8%	68.8%
Percent of expenditures for teacher salaries**	58.2%	Up from 58.0%	64.1%	63.2%

*   Includes current year teachers contracted for 185 or more days.

**   Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

Report of Principal and School Improvement Council

In 2008-2009, Oakland Elementary School completed another successful year. Oakland served approximately 665 students in Pre K through fourth grades. Faculty, staff, and administration continue to hold high expectations for all students in academics, citizenship, and good character. In addition, school safety and best practices in teaching are paramount.

Oakland received the Palmetto Silver Award for academic achievement for the second consecutive year. PACT scores indicated that students at Oakland Elementary School are scoring as good as or better than similar schools statewide. In 2008, 90% of students in grades 3-4 scored basic or above in ELA and 91% of students in grades 3-4 scored basic or above in Math. 87% of students in grades 3-4 scored basic or above in Science and 88% of students in grades 3-4 scored basic or above in Social Studies.

The Education Oversight Committee and the State Department of Education recognized Oakland Elementary with a "Closing the Achievement Gap Award" for the fourth consecutive year.

57% of students in grades 1-4 maintained Honor Roll status for the entire year. 40% of fourth-grade students received the Presidential Academic Excellence Award. Oakland received an "All Clear" accreditation status from the Accreditation Section of the State Department of Education. Oakland Elementary is an accredited school by the Southern Association of Colleges and Schools. Oakland has met 13 of 13 objectives in the Federal Guidelines for Annual Yearly Progress each of its six years in operation.

Oakland Elementary is the District Two Schools Climate Award recipient for 2008-2009. This is the fourth consecutive year Oakland has received this award for maintaining a clean, inviting environment. Oakland Elementary is a Red Carpet Award recipient for providing a family-friendly environment. Students, faculty, and staff participated in raising monetary donations for the American Cancer Society and the American Heart Association. In-service training for teachers in best practices, new standards, and differentiated instruction continued throughout 2008-2009. Promethean Boards, iPods, and computer labs provided technological tools for teachers in 2008-2009.

Through innovative instruction, students' efforts, and parent/community support, Oakland Elementary School will continue to provide quality instruction for all students in a safe and supportive environment.

James C. Moore, Principal
Lexa Jones, Chairperson, School Improvement Council

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	36	111	88
Percent satisfied with learning environment	100.0%	96.4%	96.6%
Percent satisfied with social and physical environment	100.0%	97.2%	96.5%
Percent satisfied with school-home relations	100.0%	94.6%	96.6%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

No Child Left Behind

School Adequate Yearly Progress | YES

This school met 13 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key

NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	2.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	N/A	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.5%	94.0%*	Yes

* Or greater than last year

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)										
All Students	238	100	13.2	25.6	61.2	92.5	87.4	82.8	Yes	Yes
Gender										
Male	126	100	15.7	26.4	57.9	91.7	84.4	79.3	N/A	N/A
Female	112	100	10.4	24.5	65.1	93.4	90.8	86.5	N/A	N/A
Racial/Ethnic Group										
White	218	100	12	25.5	62.5	93.8	89.4	89.5	Yes	Yes
African American	14	100	30.8	30.8	38.5	76.9	82.4	73.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	90	92.3	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	72.2	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	82.5	I/S	I/S
Disability Status										
Disabled	25	100	58.3	25	16.7	66.7	52.2	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	48.5	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	25	25	50	87.5	77.8	75.1	I/S	I/S
Socio-Economic Status										
Subsized meals	71	100	24.6	32.8	42.6	85.2	81.4	75.5	Yes	Yes
Mathematics - State Performance Objective = 57.8% (Met or Exemplary)										
All Students	238	100	10.6	45.4	44.1	93.8	86.3	78.9	Yes	Yes
Gender										
Male	126	100	11.6	44.6	43.8	90.9	84.3	77	N/A	N/A
Female	112	100	9.4	46.2	44.3	97.2	88.5	80.9	N/A	N/A
Racial/Ethnic Group										
White	218	100	9.6	45.7	44.7	94.7	88	87.2	Yes	Yes
African American	14	100	23.1	46.2	30.8	76.9	78.6	66.7	I/S	I/S
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	91.9	93	I/S	I/S
Hispanic	2	I/S	I/S	I/S	I/S	I/S	77.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	79.5	I/S	I/S
Disability Status										
Disabled	25	100	50	41.7	8.3	66.7	52	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	69.7	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	17	100	18.8	50	31.3	93.8	81.5	76.1	I/S	I/S
Socio-Economic Status										
Subsized meals	71	100	19.7	54.1	26.2	86.9	80.6	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

Science

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
All Students	179	100	13.5	64.7	21.8	86.5	76.3	67.5
Gender								
Male	94	100	14.3	61.5	24.2	85.7	75.2	67
Female	85	100	12.7	68.4	19	87.3	77.5	68
Racial/Ethnic Group								
White	165	100	12.1	65	22.9	87.9	80.3	79.5
African American	10	I/S	I/S	I/S	I/S	I/S	60	50.3
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.3	84.3
Hispanic	1	I/S	I/S	I/S	I/S	I/S	60.6	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	19	100	33.3	55.6	11.1	66.7	35.4	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	45	46.1
English Proficiency								
Limited English Proficient	11	100	I/S	I/S	I/S	I/S	65.6	59.6
Socio-Economic Status								
Subsized meals	50	100	24.4	65.9	9.8	75.6	65.7	55.1

Social Studies

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
All Students	179	99.4	7	43.9	49.1	93	77.4	72.3
Gender								
Male	98	100	8.4	41.1	50.5	91.6	77.1	71.5
Female	81	98.8	5.3	47.4	47.4	94.7	77.8	73.2
Racial/Ethnic Group								
White	165	99.4	7	42	51	93	79.4	80.7
African American	10	I/S	I/S	I/S	I/S	I/S	70	60
Asian/Pacific Islander	3	I/S	I/S	I/S	I/S	I/S	76.5	88.5
Hispanic	1	I/S	I/S	I/S	I/S	I/S	67.1	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	19	100	16.7	66.7	16.7	83.3	43.1	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	50.7
English Proficiency								
Limited English Proficient	13	100	15.4	69.2	15.4	84.6	71	67.9
Socio-Economic Status								
Subsized meals	53	98.1	19.6	52.2	28.3	80.4	68.7	62.1

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	234	100	11.9	30	58.1	88.1	79.7	70.2	96.5	96.3
Gender										
Male	124	100	14	37.2	48.8	86	73.9	63.2	96.6	96.2
Female	110	100	9.4	21.7	68.9	90.6	86.2	77.5	96.4	96.3
Racial/Ethnic Group										
White	215	100	10.5	30.1	59.3	89.5	82.2	79.1	96.6	96
Africian American	14	100	30.8	23.1	46.2	69.2	72.9	57.6	96	97
Asian/Pacific Islander	4	I/S	I/S	I/S	I/S	I/S	77.5	86.2	98.6	97.4
Hispanic	1	I/S	I/S	I/S	I/S	I/S	61.6	62.6	95.3	96.9
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	68.7	96.7	96.2
Disability Status										
Disabled	29	100	48.3	31	20.7	51.7	31.2	26.1	96	95
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	41.2	54.7	99.4	97.4
English Proficiency										
Limited English Proficient	17	100	25	12.5	62.5	75	65.8	61.2	96.2	96.9
Socio-Economic Status										
Subsized meals	67	100	23	31.1	45.9	77	69.8	58.9	95.3	95.7

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample

PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	118	100	18.6	20.4	61.1	81.4
	4	120	100	7.9	30.7	61.4	92.1
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	118	100	14.2	38.9	46.9	85.8
	4	120	100	7	51.8	41.2	93
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	59	100	19.6	60.7	19.6	80.4
	4	120	100	10.5	66.7	22.8	89.5
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	59	100	10.5	45.6	43.9	89.5
	4	120	99.2	5.3	43	51.8	94.7
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	116	100	17.7	24.8	57.5	82.3
	4	118	100	6.1	35.1	58.8	93.9
	5	N/A	N/AV	N/A	N/A	N/A	N/A
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A–Not Applicable   N/AV–Not Available   N/C–Not Collected   N/R–Not Reported   I/S–Insufficient Sample